

Framingham State University
 Summer 2022 (May 30 - July 1, 2022)
 Class Modality: synchronous on ZOOM (dates on pages 6-8)
 Office Phone: 508-626-4541

Composition 2 ENWR 110
 Dr. Christopher Gregory, Instructor
 Office Hours: by appointment
cgregory@framingham.edu

All classes are held synchronously from 7 pm – 9:30 pm Daylight Savings Time (Boston, Massachusetts time), or 2.5 hours two days each week for five weeks. See page 6-8. We meet live on Zoom on all those days!

COURSE DESCRIPTION AND GOALS

Preparation for researching and writing thesis-driven academic essays. This course guides students through strategies for locating and reading scholarly articles and advanced non-fiction essays. Students critically engage with complex language and ideas as they develop arguments using sources appropriately. Students focus on academic audiences and purposes as they develop strategies for managing writing and revision processes. The course includes writing a substantial well-researched and documented paper.

Goals for this section of the course include completing numerous and varied readings about issues in the news, both local and global, class-wide discussion of these topics and an exploration of such issues via discussion and writing.

REQUIRED TEXTS

Banks, Russell. *The Sweet Hereafter*. HarperCollins, 1991. (any edition will do)

Kennedy, X. J., Dorothy M. Kennedy and Jane E. Aaron. *The Brief Bedford Reader*. 14th ed. Boston: Bedford/St. Martin's, 2020. ISBN: 978-1-319-26615-8

EVALUATION

Assignments/Class Participation (includes discussion, participation in class and one 3-minute-commentary per student)	20%
Summary Essay	10%
Proposal Essay	10%
Description Essay	10%
Literary Analysis Essay	10%
Documented Source Essay	40%
Annotated Bibliography	15%
Essay	25%

COURSE REQUIREMENTS

Assignments: Throughout the semester, a number of assignments and in-class writings are required. For assignments completed and participation in class activities, students receive points. If a student

misses an in-class activity, they have also missed assignments and lost assignment points. Consistent attendance is necessary for improving one's ability to think, to add to one's knowledge and to improve one's writing.

Attendance Policy: One absence, for whatever reason, is afforded each student. Any absence beyond one will result in a lower class participation grade. Students who arrive late several times will incur one absence; if too many absences occur the instructor may encourage the student to withdraw from the course. Thank you.

Essays: Each of the essays covers a different mode of writing, building skills and preparing students for larger projects and future writing assignments. The quality of your essays will be judged on their ability to present an organized, strongly supported idea in graceful, grammatically correct language supported by numerous details and evidence.

Summary: Summaries may seem difficult to write, but the skill is important for comprehension and for larger source papers. The class will write a short (200 words) practice summary. Evaluation for the summary paper will be based on how accurately the summary reflects the essay's content, the precision and tightness of the sentences, the inclusion of the citation information at the top of the summary, and adherence to the limited word count and strict adherence to the directions.

10 POINTS

Proposing a Solution Essay: In this essay, students will make a proposal to solve a problem related to an issue in the news. ("In the news" is defined as a timely issue as opposed to old issues about which there are no new developments.) The writer must convince the reader that a problem exists and that it has significant ramifications. The thesis must clearly and forcefully propose a solution; objections to the proposal must be considered and alternative solutions discussed. Details on who benefits from the proposal and who bears the cost must also be addressed. As always, the introduction must draw in the reader and the conclusion must reinforce but not merely repeat the thesis.

10 POINTS

Literary Analysis Essay: The class will read, discuss and write about *The Sweet Hereafter*. As a lead up to our class discussion of the book, we may also read literary pieces and analyze and discuss them as well. Reading the surface of a text is a pleasant way to enjoy a work. Reading with a critical, incisive approach may also result in a deeper, richer understanding of a book.

10 POINTS

Descriptive Essay: Who? What? Where? Why? When? How? Descriptive verbs and adjectives are the hallmark of a successful descriptive essay. Students will squeeze the details out of a scene, including use of the five senses, to include dialogue among people nearby or walking by, background features that add to the scene, light and shadows, and other features.

10 POINTS

Documented Source Essay (aka The Big Research Paper): The student will choose a topic to research, gathering information from a variety of sources. Based on the research, the student will argue a point based on the material and will use sources to support or argue a thesis. The correctly documented paper (MLA or APA style) will be 6-8 full pages and a Works Cited page. The essay must include at least six authoritative sources. Evaluation for the source paper will be

based on the quality of the sources and the research thesis; the strength of its support; the effectiveness of the content; the correctness of the documentation; and, of course, the quality of the mechanics of the final paper. **25 POINTS**

An Annotated Bibliography: In the annotated bibliography, students will write a paragraph that includes background information about the research topic. A clear working thesis will be included. In the bibliographical list of six to eight sources, after each entry students must include three to four sentences:

- a summary of the contents
- information about the genre
- an evaluation of the source.

The bibliography's MLA or APA format must be accurate. **15 POINTS**

Documentation of Source Essay: The documentation is critical to the grade for a source paper. At least six different sources must be cited in the text of the paper and these citations must correspond to six different sources on the Works Cited page. If six quality sources are cited, if the citations in the body of the paper correspond to the sources listed on the Works Cited page, and if internal parenthetical citations are used, the student will have satisfied minimum requirements for the structure of the paper. The rest, of course, is a solidly argued paper! **See pages 493-508 of *The Brief Bedford Reader* for all proper citation.**

WORKLOAD EXPECTATIONS

For our accreditation, it is essential that all Framingham State University credit courses follow the Federal Definition of credit hour: for every one hour of classroom or direct faculty instruction, a minimum of two hours of out-of-class student work is required. Since the summer courses meet for two contact hours daily (10 contact hours of classroom time weekly), the expectation is that students spend 20 hours per week doing out-of-class work. For the five week 4-credit hour course, this reflects 50 hours of classroom time and 100 hours of out-of-class time since the credit hour is defined as 50 minutes.

ACADEMIC HONESTY POLICY

Framingham State University's policy regarding academic honesty (from the undergraduate catalog):

"Integrity is essential to academic life. Consequently, students who enroll at Framingham State University agree to maintain high standards of academic honesty and scholarly practice. They shall be responsible for familiarizing themselves with the published policies and procedures regarding academic honesty. In addition to the required statement, faculty members shall, at their discretion, include in the course syllabus additional statements relating the definition of academic honesty to their courses. Infractions of the Policy on Academic Honesty include, but are not limited to: 1. Plagiarism: claiming as one's own work the published or unpublished literal or paraphrased work of another. It should be recognized that plagiarism is not only academically dishonest but also illegal; 2. Cheating on exams, tests, quizzes, assignments, and papers, including the giving or acceptance of these materials and other sources of information without the permission of the instructor(s); 3. Unauthorized collaboration with other individuals in the preparation of course assignments; 4. Submitting without authorization the same assignment for credit in more than one course; 5. Use of dishonest procedures in computer,

laboratory, studio, or field work; 6. Misuse of the University's technical facilities (computer machinery, laboratories, media equipment, etc.), either maliciously or for personal gain; 7. Falsification of forms used to document the academic record and to conduct the academic business of the University."

ACCOMMODATION STATEMENT

"Framingham State University offers equal opportunities to all qualified students, including those with disabilities and impairments. The University is committed to making reasonable accommodations as are necessary to ensure that its programs and activities do not discriminate, or have the effect of discriminating, on the basis of disability. The Disability/Access Services Office serves students with learning and psychiatric disabilities as well as students with visual, mobility and hearing impairments. For further information about this, please contact Dr. LaDonna Bridges, Associate Dean of Academic Success and Dean of CASA (Center for Academic Success and Achievement) at 508-626-4906 or lbridges@framingham.edu."

U.S. COPYRIGHT LAW

"This course website may contain copyrighted materials that are used in compliance with the U.S. Copyright Law. Under that law, materials may not be saved to your computer, revised, copied, or distributed without permission. They are to be used in support of instructional activity as part of this course only and shall be limited to the duration of the course, unless otherwise specified by the instructor or owner of the material. You may only download or print materials at the direction of your instructor who knows which materials are copyrighted and which are not."

MORE IMPORTANT INFORMATION

Grammar: Major grammatical issues will be covered in class. If a student does not understand or cannot correct an essay's grammar, it is the student's responsibility to seek additional help, either from the instructor or through tutors at CASA. Great ideas in great essays get lost in a sea of poor grammar.

Conferences: Scheduled and spontaneous conferences with the instructor are encouraged. The instructor's goal is to assist the student in becoming a better writer. Many times, instructions and requirements that are not clear in class may be easily explained one on one. In class, the instructor must speak generally and address the needs of twenty students, but in a one-on-one conference the instructor will address the needs of a particular student. Students may schedule appointments with the instructor on Zoom.

Group Work and Oral Contributions: An important part of class assignments will be class discussion and working with fellow classmates. Failing to speak up will hurt one's grade, but it will also deter one from developing speaking and interactive skills that are useful in life and work. Speak up; we are here to learn from one another. ***All students will each do a 3-minute commentary during the semester.***

FORMAT FOR FINAL SUBMISSION OF PAPERS

All essays must be word processed and feature Times New Roman 12-point font. Five spaces should be indented (use the tab) at the beginning of each paragraph and a double space after each period. No extra spaces are to be included between paragraphs. All essays submitted will begin this way:

(MLA or APA format—please tell me)

Name of student

ENWR 110

Dr. Gregory

Date

Really Good Title for the Paper

Paper begins. Margins are to be no larger than 1 and 1/4 inches on all edges.

FSU Notice of Non-Discrimination and Diversity:

Framingham State University is committed to a policy of non-discrimination, equal opportunity, diversity, and affirmative action. The University is dedicated to providing educational, working, and living environments that value the diverse backgrounds of all people. Furthermore, the Massachusetts Civil Rights Act ("MCRA," M.G.L. c. 12, §§ 11H, 11I, 11J) protects the rights of all residents of and visitors to Massachusetts to be free from bias-motivated threats, intimidation, and coercion that interfere with their civil rights. The MCRA protects the right to attend school, live peacefully, and enjoy other basic rights.

THE SCHEDULE

All classes below are held synchronously from 7 pm Daylight Savings Time (Boston, Massachusetts time) to 9:30 pm, or 2.5 hours on each of the ten days below. We meet live on Zoom on all the days below. All other work will be done asynchronously.

Each Saturday (May 28, June 4, June 11, June 18, and June 25) you will receive an announcement from me that will review the assignments for the upcoming week. You are expected to review the announcements as they will remind you of assignments due and also remind you of our class activities and assignments for the upcoming week.

Also, each student will present one 3-minute commentary on a topic in the news. The schedule for these commentaries will be determined by the number of students registered for the class. For the commentary, the student scheduled to present will:

- Choose an article from a newspaper.
- Share the article with the instructor one class before the student is scheduled to present.
- The instructor will approve the article and share with the class.
- When presenting the 3-minute commentary, the student will recap the article but also present a position on the topic and what should be done to address the issue. Dr. Gregory will provide a model of how this is to be done!

Monday, May 30 opening class: syllabus review, introductions of each other; in-class summary exercise; Dr. Gregory explains 3-minute commentary.

Discuss Summary paper directions.

Thursday, June 2 SUMMARY PAPER DRAFT DUE FOR PEER EDITING; final paper emailed to me Saturday, June 4, at 8 am Daylight Savings Time (Boston, Massachusetts)

Discuss Proposing a Solution paper directions.

Readings and assigned questions due at class time from The Brief Bedford Reader (after this, referred to as BBR): Chitra Divakaruni's "Live Free and Starve" (pages 327-330; answer Questions on Meaning 1-4 and Questions on Writing Strategy 1-2) and Marie Javdani's "Plato o Plomo: Silver or Lead" (pages 332-336; answer Questions on Meaning 1-3 and Questions on Writing Strategy 1-3)

Monday, June 6 In BBR, for today read Chapter 14, Argument & Persuasion: Stating Opinions and Proposals, pages 371-384. This will help explain the next paper. Also read Linda Chavez, "Supporting Family Values (pages 385-388; answer Questions on meaning 1-4 and Questions on Writing Strategy 1 and 3)

Readings and assigned questions due at class time from the BBR: "Tal Fortgang's "Checking My Privilege" (pages 349-352; answer Questions on Meaning 1-4 and Questions on Writing Strategy 1-4) and Roxane Gay's "Peculiar Benefits" (pages

356-359; answer Questions on Meaning 1-5 and Questions on Writing Strategy 1-3)

Discuss Literary Analysis paper directions.

Thursday, June 9

PROPOSING A SOLUTION PAPER DUE FOR PEER EDITING; final paper emailed to me Saturday, June 11, at 8 am Daylight Savings Time (Boston, Massachusetts)

Readings and assigned questions due at class time from the BBR: David Muhlhausen's "How the Death Penalty Saves Lives" (pages 391-393; answer Questions on Meaning 1-4). Also, Semon Frank Thompson's "What I Learned From Executing Two Men" (pages 395-398; answer Questions on Meaning 1-4).

For today, read "The Lottery," a short story by Shirley Jackson. (I will provide the short story to the class.) For our discussion, answer these questions:

1. What is the meaning of this story? What message is the author conveying about the lottery itself and the townspeople who hold it?
2. Is evil something one is born with—that is, is it inherent? Or is evil something that is learned? Provide your answer with evidence from the story.
3. What symbolism does the author use in telling this story and, perhaps, conveying the meaning through the use of those symbols?

For today, read the first two chapters in Russell Banks's *The Sweet Hereafter* novel. These are the chapters entitled "Dolores Driscoll" and "Billy Ansel." We will discuss these two chapters today.

Monday, June 13

For today, read the third, fourth and fifth chapters of Russell Banks's *The Sweet Hereafter* novel. These are the chapters entitled "Mitchell Stephens" and "Nichole Burnell" and "Dolores Driscoll." (NOTE: This last chapter entitled "Dolores Driscoll" is not the same as the first chapter in the book, though it does have the same title.) We will discuss these chapters today.

Discuss Annotated Bibliography/Documented Source Essay paper directions.

Thursday, June 16

LITERARY ANALYSIS PAPER DUE FOR PEER EDITING; final paper emailed to me Saturday, June 18, at 8 am Daylight Savings Time (Boston, Massachusetts)

For today, in the BBR, read Rebecca Solnit's "Division Street" (pages 428-433; answer Questions on Meaning 1-4)

Today in class we will review samples of your first annotated bibliography entry. All students are to bring to class: a working title; a working thesis statement; an opening paragraph; the first of six entries in the annotated bibliography.

Discuss Description Paper directions.

- Monday, June 20 ANNOTATED BIBLIOGRAPHY DUE FOR PEER EDITING; final paper emailed to me Thursday, June 23, at 8 am Daylight Savings Time (Boston, Massachusetts)
- Today, we will review a scene of Central Park, New York City, and write as many details as possible about the scene we view.
- For today, in the BBR, read Anna Quindlen’s “Homeless” (pages 151-154; answer Questions on Meanings 1-3 and Questions on Strategy 1 and 2).
- Thursday, June 23 DESCRIPTION PAPER DUE FOR PEER EDITING; final paper emailed to me by Saturday, June 25, at 8 am Daylight Savings Time (Boston, Massachusetts)
- In class today, we will review an interview article from a newspaper, interview each other in breakout rooms, and, due next class, write a one-page interview paper based on speaking with a classmate.
- Monday, June 27 DUE TODAY IN CLASS: The first 1-2 pages of the final documented source essay.
- DUE TODAY IN CLASS: One-page interview with a classmate.
- For today, in the BBR, read Deborah Tannen’s “But What Do You Mean?” (pages 283-289; answer Questions on Meaning 1-4)
- Thursday, June 30 DOCUMENTED SOURCE ESSAY DUE FOR PEER EDITING; final paper emailed to me Saturday, July 2, at 8 am Daylight Savings Time (Boston, Massachusetts)